

CHAPTER I

INTRODUCTION

A. Background

English is an international language that functions as a means of communication between countries. Because learning English is one of the important subjects, learning English must be improved, to make it easier and faster to communicate in English. In learning English there are various ways, one of the technique is the Self Directed Learning technique which is an independent learning.

SDL learning technique is one of the techniques performed by individuals for themselves and that maximum learning outcomes are obtained when students work according to their own pace, are actively involved in carrying out various special learning tasks, and experience success in learning (Uno in Manggala, 2012).

In other words, SDL is an independent learning technique carried out by individuals themselves in achieving the learning outcomes with maximal if they actively apply existing aspects of the Self Directed Learning technique in each of their independent learning. One of the benefits that can be take is, that students can have their own initiative in learning vocabulary and have their own responsibilities in learning and evaluating the vocabulary learning outcomes that have been done, so that they can add their vocabulary without having to be instructed by the teacher or others (Opinion Knowles in Azizah, 2012: 1)

SDL techniques can be used for learning English, including for vocabulary learning. Vocabulary is one of the important components in English, because with the vocabulary students will be able to communicate even with limitations regarding the correct sentence structure.

David Wilkins, quoted by Thornbury (2002: 13), concludes about the importance of studying the vocabulary by saying "Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed." He explained that without (knowing) grammar, we can say very little. But without (knowing) vocabulary, there is nothing we can express.

Vocabulary is a collection of words that are already known in language. Mastering of vocabulary is difficult because it needs to be remembered and must be practiced every day so that it is not forgotten, but in this country, Indonesian who speak minority English, so it is difficult to practice it. This is needed techniques and ways to learn vocabulary and practice it every day. One of the techniques that students can and often do is self-learning, namely the Self Directed Learning technique. In order to learn vocabulary using the SDL technique can work well and successfully, students should do the whole aspects of the SDL technique.

In its application, the SDL technique has several aspects that must be done, with the aim of achieving the learning objectives. These aspects are assess readiness to learn, set learning goals, and evaluate learning [Azizah (2012: 6),

refers to the theory of Gibbons and Gueglielmino & Self Directed Learning: A four steps process from University of Waterloo]

Applying the SDL technique by only applying a few aspects will make vocabulary learning not optimal, because aspects of the SDL technique are steps to facilitate students in learning, students will be able to manage themselves and be responsible for the results and performance [Gibbons (2002: 3)]

Basically students have been able to do the SDL technique themselves, they have learned their own vocabulary outside of school independently or with the help of others, it can be seen from parents who always instruct their children to study at home (or outside). SDL techniques must be carried out in accordance with aspects, where SDL techniques have been carried out by many students (proven by parents who always instruct their children to study at home or outside) So based on the background of this research, the researcher wanted to know in what extent students do SDL techniques for their vocabulary learning? And this research was conducted on the second semester students of the English Education Department at Universitas Muhammadiyah Purwokerto in the academic year 2018-2019.

B. The Problem of Study

Based on the research background, the researcher proposes the problem, In what extent does the students' practice on Self Directed Learning Technique in Vocabulary learning?

C. The Aim of the Study

The purpose of this study is to know in what extent the students' practice on Self Directed Learning Technique in Vocabulary learning.

D. Clarification of the Terms

The title of this thesis is "Students' practice on Self Directed Learning Technique in Vocabulary learning" To make the readers understand well about the term of this thesis, the following are the clarification of key terms:

1. Students' practice

Practice is a process carried out regularly, planned, using certain patterns and systems, methodical and repetitive. (Djoko Pekik Iriyanto (2002: 11-12)

The act of rehearsing a behavior over and over, or engaging in an activity again and again, for the purpose of improving or mastering it. So students' practice means students' actions to train something repeatedly with the aim to master and improve it.

2. Self Directed Learning

Self-directed learning (SDL) Technique is a skill about someone who is able to determine byself and choose the goals they wants to achieve, plan strategies to be carried out, try to fix problems, move to help, and support what has been done. These skills will enhance individual knowledge, skills and achievements. (Gibbons (2002: 3)

3. Vocabulary

Stock of words used by person, class of people, profession, etc. A collection or list of words, usually in alphabetical order and defined."
(Barnhart (2008: 697)

E. The Contribution of the Study

1. Other researchers: as a reference for researchers to get more research material about Self Directed Learning Technique.
2. Teacher: for reference in implementing independent learning for students.
3. Students: for students' knowledge in learning with aspects of Self Directed Learning Technique.